

MISSOURI SOUTHERN STATE COLLEGE

GENERAL INFORMATION

About the Institution

- Missouri Southern State College is a comprehensive state university specializing in undergraduate education. The curriculum combines a liberal arts foundation with professional orientation and a strong commitment to international aspects of education. The college opened in 1937 as Joplin Junior College. In 1967, the college became a state-assisted, four-year college and part of the State's higher education system. Missouri Southern State College is a moderately selective, baccalaureate-level institution with an international emphasis.

Source: Missouri Southern State College (<http://www.mssc.edu>)

- Enrollment* **5,547** (5,547 undergraduates)

White	92.2%
African American	1.8%
American Indian	3.0%
Asian	1.0%
Hispanic	0.9%
Other	1.0%

Missouri residents 89% (undergraduates)

Male	41.9%
Female	58.1%

*Fall 1998 Headcount

Source: Missouri Department of Higher Education (<http://www.mocbhe.gov/acadafrs/stats>)
Tables 8.1, 8.2, 21.1 & 21.2

- Entrance Requirements

Prospective students must provide 1) an application, 2) a final high school transcript with graduation date, rank in class, and grade point average mailed directly from the high school, and 3) an enhanced ACT score. Under regular admission policies, students will be admitted if a) they rank in the upper one-half of their high school graduating class, or b) they have a composite score of 18 or above on the ACT.

Source: Missouri Southern State College Web Site

- Average ACT Score¹ 1993 Freshmen Class* 21.2

*Fall 1993 Degree-seeking, ACT-Tested First-time Freshman, 1993-1994 Statistical Summary of Missouri Higher Education, Missouri Coordinating Board for Higher Education (Tables 1.1 & 1.2)

- Tuition & Fees, Typical Full-time Undergraduate Student*

<u>Missouri Resident</u>	<u>Non-resident</u>
\$2,321	\$4,526

*1998-99 academic year

Source: Missouri Department of Higher Education (<http://www.mocbhe.gov/acadafrs/stats>), Table 3.1

About the Education Program

- The dean of the School of Education is the chief spokesman for the teacher education programs and the chief administrator responsible for the teacher education programs. The dean serves under the direction of the president of the college, senior vice president, and the vice president of academic affairs. The teacher education program consists of the Teacher Education Department as the governing unit; the Secondary Education Committee, which oversees the programs in secondary education; the Teacher Education Council; and the Committee on Admissions and Retention. The Teacher Education Department is specifically responsible for the elementary education, early childhood, middle school, reading education, and special education programs.

Source: Missouri Southern State College 1997-1999 Catalog

Enrollment in Undergraduate Professional Education Programs* 682

White	91%
African American	1.7%
American Indian	4.8%
Asian	.73%
Hispanic	1.6%
Other	0%
Missouri residents	89.3%
Male	30%
Female	70%

**Fall 1997 Headcount (full-time students)*

Source: Institution AACTE/NCATE Report, Oct. 1, 1998

Education Program Entrance Requirements

After the student declares a major in education, two levels of admission to the teacher education program exist. The first level is application for *tentative* formal admission. Applications for formal admission to the teacher education program may be filed after the student has declared an education major and successfully completed 55 semester hours of prescribed course work. Students must have tentative formal admittance before courses can be taken in professional education.

To qualify for tentative formal admission, students must

1. submit a completed application that is signed by the student's advisor
2. have a cumulative GPA of 2.75 in all course work. (All students in education must maintain a cumulative GPA of 2.5 in their teaching areas.)
3. pass all sections of the C-BASE
4. have a composite ACT enhanced score of 20 or an SAT combined score of 800
5. submit an autobiography, handwritten in correct and coherent standard English and read and approved by the student's advisor
6. submit a passing evaluation in speech from the communications department

Convicted felons must identify themselves by so indicating on the application for admission form. Upon identification the student will need to make certain documents and information available to the Admissions and Retention Committee of the Teacher Education Program.

The second level is *formal* admission, which is granted after the student successfully completes Educ 329, Educ 321, and Educ 423. The student must be recommended by the instructors of these courses and must maintain a cumulative GPA of 2.75. If at any point in the program a student's GPA drops below accepted levels, the student will be dismissed from the teacher education program. Grades below a C in professional education courses will not be accepted for the degree requirements in teacher education. Students seeking certification in elementary, middle school, secondary, special, and early childhood education must have a grade of C or better in each of the courses in these certification areas.

Source: Missouri Southern State College Web Site

- Information about Education Program Completers²

Recommended for initial Missouri certification in 1997

113

Age

Under 25	46.02%
25-34	33.63%
35-44	17.70%
45-54	2.65%
55 and over	0%

Source: Missouri Department of Elementary and Secondary Education

Average ACT score³ (for initial Missouri certification in 1997)

21.9 *

**ACT Inc. Research Services (scores since 1989 only)*

C-BASE scores⁴

Passed all five subjects *first time*

Test	Passed all Subjects	English			Writing			Math			Science			Social St.		
105	87	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
		244	420	325	235	402	321	235	459	329	235	454	323	239	476	336

Passed all five subjects, *one or more attempts* through December 1997

Test	Passed all Subjects	English (314)*			Writing (318)*			Math (319)*			Science (308)*			Social St. (309)*		
106	105	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
		236	420	320	235	402	316	235	459	321	235	454	308	236	476	323

**state median score*

Source: Assessment Resource Center

Employed in Missouri public schools⁵ in 1997-98*

70 (61%)

Missouri public school districts employing Missouri Southern State College
1997 program completers **34**

Major employers of Missouri Southern State College 1997 program completers

Purdy R-II	4	Webb City R-VII	4
Carl Junction R-I	4	East Newton R-VI	5
Carthage R-IX	4	Joplin R-VIII	7

**Does not include individuals employed in public schools in another state, employed in private schools in Missouri or another state, or who received their teaching credentials but were employed in another field or unemployed*

Source: Missouri Department of Elementary and Secondary Education

RESOURCES

Institution

- Full-time Faculty at Missouri Southern **205**

Source: 1997-1998 Statistical Summary of Missouri Higher Education; Missouri Coordinating Board for Higher Education (Tables 36.1 & 36.2)

Education Program

- Full-time Education Program Faculty **16**

White	15
African American	1

American Indian	0
Asian	0
Hispanic	0
Other	0
Male	6
Female	10
Doctorate Degree	14
Missouri Teaching Certificate	6
National Board Certification	0

- Adjunct Education Program Faculty 16
 - Full-time with the institution, part-time in education 10
 - Part-time in education 6

Source: Institution AACTE/NCATE Report, Oct. 1, 1998

EDUCATION PROCESSES

Institution

- Student-to-Faculty Ratio* 19:1

Source: 1997-1998 Statistical of Summary of Missouri Higher Education; Missouri Coordinating Board for Higher Education (Table 41.1)

- Average Class Size* 22

*undergraduate program

Source: Missouri Southern State College, April 1999

Education Program

- Student-to-Faculty Ratio 35:1
- Average Class Size 21

Source: Missouri Southern State College, April 1999

- Practical Experience Requirements for Education Majors

Site-based experiences include

- Field Based Experience: A structured experience that consists of one to 30 clock hours conducted at a school site. The experience may be an integral part of a support course, a methods course, or another professional course.
- Clinical Experience: A structured experience that consists of classroom and on-site experiences. By policy the number of clock hours spent in on-site experiences must not exceed more than two clock hours of on-site experience to one hour of classroom experience on campus. Clinical experiences extend on-campus experiences. Carefully structured activities in a classroom environment give the candidate an opportunity to practice what he or she is learning in the campus classes. The campus class activities provide for a debriefing of what the candidate experiences in the school classroom and for structuring new activities to be used in the classroom.
- Practicum Experience: A structured experience that consists of 32 to 96 clock hours (there must be 32 clock hours for every credit hour) at an approved site, e.g., Child Development Center, State Center, public school. EDUC 319 (Practicum I in Early Childhood Education), EDUC 408 (Assessment in Early Childhood), EDUC 446 (Practicum in Special Education), EDUC 471

(Practicum in Diagnosis of Reading Difficulties), and EDUC 472 (Practicum in Remediation of Reading Difficulties) are examples of this type of experience.

- D. Student Teaching: An extended field experience both in terms of time and assignments. The student teaching experience is a 10-week experience, but in some instances a candidate may be required to student teach beyond the 10-week minimum.

The practicum in special education is required for each area of certification. It consists of 96 clock hours, the majority of which are spent in direct student contact within the public schools. In addition to the direct contact hours with students, campus meetings are held once a month that allow candidates to compare students, teaching styles, and reactions to material covered in the methods courses before practicum placement. Cooperating teachers receive preparation relative to the evaluation of the practicum candidate. Each practicum candidate is visited five times during placement (at least one time for every 20 hours of service).

All candidates must have a multicultural experience during their student teaching semester. They must either spend a day in the Kansas City schools (at no cost) or spend a week in a comparative educational experience.

Candidates may also compete for a slot for a student teaching placement in Southampton, England.

Source: Missouri Southern State College Web Site

- **Developmental School**

In order to increase global and cultural awareness, the teacher education department offers its students a unique comparative education experience each fall and spring semester. The experience is designed to promote a greater acceptance of and sensitivity to diverse cultures thrust into the dominant culture of local classrooms. Teacher candidates experience the atmosphere of teaching in an urban setting at elementary and secondary schools with predominantly minority enrollments in Washington, D.C.; Santa Fe, N.M.; San Antonio, Texas; or New Orleans. The program is sponsored by World Issues for Study by Educators (WISE) and allows the teacher candidates to gain a firsthand understanding of urban schools and diverse cultures.

To participate in the program, the teacher candidates attend six seminar sessions on the MSSC campus, conduct an article review pertaining to urban schools and students of minority groups, and develop lesson plans for use in the urban schools. The teacher candidates also attend daily seminar sessions during the experience and write reaction papers at the conclusion. During the comparative education experience, the teacher candidates observe the cooperating teachers; assist those teachers, as requested, in small groups, tutoring and other areas; and present lessons on a variety of subjects.

During their junior year, candidates may opt to complete coursework in professional education on-site at a local school.

Source: Missouri Southern State College Web Site

- **Co-curricular Programs** *not yet available*

- **Accredited; NCATE (National Council for Accreditation of Teacher Education)**

Source: National Council for Accreditation of Teacher Education Web Site

PERFORMANCE

- Missouri certificates* issued in 1997 to Missouri Southern education program completers, by subject area and grade level

Subject Area	Grade Level	Recommended for Certification
Art	K-12	2
Biology	7-12	7
Business Education Except Shorthand	7-12	3

Chemistry	7-12	1
Early Childhood Education	PK-3	11
Elementary Education	1-8	50
English	7-12	11
General Science	4-8	1
Instrumental and Vocal Music	K-12	2
Instrumental Music	K-12	3
Mathematics	7-12	6
Mild/Moderate Learning Disability	K-12	4
Mild/Moderate Mental Handicapped	K-12	1
Physical Education	7-12	6
Physical Education	K-12	5
Physics	7-12	1
Social Studies	4-8	3
Social Studies	7-12	16
Social Studies	7-9	1
Spanish	K-12	2
Speech and Theatre	7-12	1
Vocal Music	K-12	1
Total		138

**Number of certificates issued, not number of graduates*

Source: Missouri Department of Elementary and Secondary Education, Certification Section

- **Performance of Program Completers on National Teachers Exam***

Test Window 10-1-96 to 9-30-97	Qualifying	Total		Number	
Subject Area	Score	Group	Mean	Passing	Pass Rate
Art Education	500	2	585	2	100.0%
Biology	480	5	706	5	100.0%
Business Education	550	3	673	3	100.0%
Education in the Elementary School	520	49	649	49	100.0%
English Language and Literature	500	11	605	11	100.0%
Mathematics	550	5	644	5	100.0%
Music Education	510	6	637	6	100.0%
Physical Education	530	9	659	9	100.0%
Physics	440	1	500	1	100.0%
Professional Knowledge	638	102	667	102	100.0%
Social Studies	500	16	588	16	100.0%
Spanish	490	1	620	1	100.0%
Speech Communication	530	1	700	1	100.0%
Total		211		211	100.0%

**Represents number of individuals who took the NTE during the test window but may not include all those recommended for certification*

Source: Educational Testing Service

- Follow-up on Missouri Southern Program Completers

Education program completers who received initial Missouri certification in 1992

136

Employed in Missouri public schools in

1993-94	66 (49%)
1994-95	67 (49%)
1995-96	64 (47%)
1996-97	62 (46%)
1997-98	64 (47%)

Employed in Missouri public schools in 1997-98, with master's degree

10 (7%)

Employed in the same Missouri public school district in

1993-94	66 (49%)
1993-95	48 (35%)
1993-96	42 (31%)
1993-97	40 (29%)
1993-98	37 (27%)

Certification Status as of Sept. 1, 1998

Holding Valid PC I	6 (4%)
Holding Valid PC II	72 (53%)
Lapsed ⁶	58 (43%)

Source: Missouri Department of Elementary and Secondary Education

Major Employers⁷

Missouri school districts employing Missouri Southern graduates* 197

Missouri Southern State College had 1,759 graduates teaching in Missouri public schools during the 1997-98 school year.

Joplin R VIII employed 14.89% (262) of the 1,759 graduates teaching in Missouri public schools during the 1997-98 school year.

School districts where Missouri Southern graduates make up 25-49 percent of faculty

Monett R-I	Southwest R-V	Joplin R-VIII
Bronaugh R-VII	Pierce City R-VI	McDonald County R-I
Lamar R-I	Purdy R-II	Carthage R-IX
Northeast Vernon County R-1	Jasper County R-V	Carl Junction R-I
Golden City R-III	Neosho R-V	Avila R-XIII

School districts where Missouri Southern graduates make up 50-75 percent of faculty

Seneca R-VII	Diamond R-IV	Westview
East Newton R-VI	Wheaton R-III	
Sarcoie R-II	Webb City R-VII	

*Includes all graduates of Missouri Southern teaching in the district, not just those who completed the education program

Source: Missouri Department of Elementary and Secondary Education